CONFLICT MANAGEMENT STRATEGIES IN INTERGENERATIONAL E-COMMUNICATION: THE STRATEGIC IMPORTANCE OF LEARNING

KUŞAKLARARASI E-İLETİŞİMDE ÇATIŞMA YÖNETİMİ STRATEJİLERİ: ÖĞRENMENİN STRATEJİK ÖNEMİ

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ABSTRACT

The subject of this research is the management of intergenerational conflict arising from e-communication (Smartphone, SNS and internet usage). This study examined how parents manage (conflict management strategies) the differences of views (conflict) arising from the use of e-communication with their children. The literature on conflict management strategies have reviewed, and five strategies have identified. The learning strategy was added to these strategies in accordance with the subject and purpose of this research. While choosing the learning strategy (adaptation through learning strategy), it was predicted that this might be the most effective strategy to manage such conflict. The findings showed that the parent used different strategies in different situations while managing the conflict arising from the use of e-communication with his child. Test results of hypotheses developed in accordance with the purpose of the research; 1- there was no significant relationship between the gender of parents and the tendency to apply to the learning strategy ($p = 0.66 > 0.05$), 2- there was a significant relationship between the education level of parents and the tendency to apply to the learning strategy ($p = 0.000 < 0.05$), 3- there was a significant ($p = 0,000 < 0,05$) relationship between the age of parents and the tendency to apply to the learning strategy.

Key words: E-communication, Intergenerational conflict, Conflict management, Millennials, Parent, Learning strategy

ÖZ

Bu araştırmanın konusu, e-iletişimden (Akıllı telefon, Sosyal medya ve internet kullanımından) kaynaklanan kuşaklararası çatışmanın yönetimidir. Bu araştırmada, ebeveynlerin çocuklarıyla yaşadığı e-iletişim kullanımından kaynaklanan görüş farklılığını (çatışma) nasıl yönettikleri (çatışma yönetme stratejileri) incelenmiştir. Çatışma yönetimi stratejileri literatürü incelenmiş ve beş strateji tespit edilmiştir. Bu stratejilere, araştırmanın konusuna ve amacına uygun olarak öğrenme stratejisi ilave edilmiştir. Öğrenme stratejisini (öğrenme yoluyla uyum sağlama stratejisi) seçerken, bu türden çatışmayı yönetebilecek en etkili strateji olabileceği öngörüsünden yola çıkılmıştır. Ebeveynlerin çocuklarıyla yaşadıkları e-iletişim kullanımından kaynaklanan çatışmayı nasıl yönettiklerini belirlemeye yönelik olarak bir ölçeğe rastlanmadığından yeni bir ölçek geliştirilmiştir. Araştırmanın teoriye en önemli katkısı; geliştirilen ölçeğin analiz bulgularının, seçilen çatışma yönetimi stratejilerinin, ebeveynlerin çocuklarıyla yaşadıkları onların e-iletişim kullanımından kaynaklanan çatışmayı yönetmeye uyarlanabilir olduğunu göstermesidir. Bulgular ebeveynin çocuğuyla arasında e-iletişim kullanımından kaynaklanan çatışmayı yönetirken farklı durumlarda farklı stratejilere başvurduğunu göstermiştir. Araştırmanın amacına uygun olarak

geliştirilen hipotezlerin test sonuçları; 1- ebeveynlerin cinsiyeti ile öğrenme stratejisine başvurma eğilimi arasında (p=0,66 > 0,05) anlamlı bir ilişki olmadığını, 2- ebeveynlerin eğitim seviyesiyle, öğrenme stratejisine başvurma eğilimi arasında (p=0,000<0,05) anlamlı bir ilişki olduğunu, 3- ebeveynlerin yaşıyla, öğrenme stratejisine başvurma eğilimi arasında anlamlı bir (p=0,000<0,05) ilişki olduğunu göstermiştir. Araştırmanın sonuçları uygulamaya katkı sağlayacak niteliktedir. Makro ve mikro seviyede aile politikalarında, ebeveynler ve insan ilişkileri uzmanları tarafından bulgular tartışılabilir.

Anahtar Kelimeler: E-iletişim, Kuşaklararası çatışma, Çatışma yönetimi, 2000 kuşağı, Ebeveyn, Öğrenme stratejisi

1. INTRODUCTION

The subject of this research is the management of the intergenerational conflict caused by e-communication. The first thing that comes to mind when it comes to e-communication is the use of smartphones, SNS and the internet. The majority of users are young adults representing millennial generation and they are exposed most to its social and psychological impacts such as negative overuse of e-communication, unhealthy use, and decline of natural communication (Latif & Göçer, 2017; Latif, Uçkun & Demir, 2015). The millennial generation continues their access for socialization in the SNS. One of the most important values for the millennial generation is the desire for free life; they want to maintain e-communication everywhere, continuously and unlimitedly. In contrast, parents who represent earlier generations in the family don't find that accurate and complain that they are unable to communicate with their children properly. The intergenerational conflict arising from the use of the Internet (Mesch, 2003, 2006a, 2006b) and the intergenerational conflict arising from the use of e-communication (Subrahmanyam & Smahel, 2010, p.100; Mesch & Frenkel, 2011, p.298) is now a reality. Based on this, it has been decided to research how parents manage the disagreement between them and their children in the use of e-communication technologies.

In the literature, the parental mediation theory draws attention. This theory assumes that parents benefit from different communication strategies to reduce the negative results of e-communication use, which is heavily involved in children's lives, and also plays a role in socializing children through parent-child interaction provided by these e-communication technologies. Firstly parental mediation was used for parents taking an active role in supervising and shaping children's experiences with television, over time parental mediation has turned to social media and its effects, in addition, it has become a hybrid theory of communication that indirectly deals with interpersonal communication between parents and their children (Clark, 2011). According to Parkinson's (2017), the concept of mediation is incorrect, and there is confusion at that point (p.20). Mediation implies a conflict management strategy in conflict management literature. The mediator is the third party, apart from the parties and therefore mediation is a kind of arbitration. In this study, the conflict management theory was taken as a basis, and accordingly, not the "mediation", but the "conflict management" concept was used, and parents were given the role of the master in the conflict. While previous studies have utilized mediation styles or strategies, in this study conflict management strategies were used in accordance with the conflict management theory.

There is a conflict; Is conflict resolution or conflict management? These terms are not synonymous (Robbins, 1978). Conflict resolution implies termination of conflict. The positive side of the conflict should also be taken into consideration. For example, the young adult trying to prove her/his identity, freedom and the desire to use the initiative with the expression of a certain amount of conflict with her/his parents is considered important in terms of social development. In that case, conflict management is the design of effective strategies to minimize dysfunctions of conflict, maximize the useful functions of conflict in order to enhance learning and effectiveness (Rahim, 2000; Deutsch, 1998, p.199). Hasan Latif defines conflict management as the art of being able to increase and reduce the conflict (personal communication, May 5, 2018). In traditional understanding, the conflict has seen as harmful, and attention has focused on the causes and solutions whereas Jehn (1995) asserted that conflict is inevitable and to some extent useful, encouraging discussions that will stimulate reasonable level conflicts, suggesting that group performance will increase. According to Pondy (1967), the usual meaning of conflict is that it threatens stability. This study has remained committed to the basic understanding that conflict is a complex problem and that complex problems do not have definite solutions, the course of the problem should be under constant observation.

The main objective of the research is to determine how parents manage (conflict management strategies) the differences of views (conflict) caused by the use of e-communication with their children. For this purpose, first of all, a scale requirement was identified to determine how parents manage the conflict resulting from the use of e-communication with their children. Since there was no scale to meet this need in existing research, a new scale was developed. The purpose of this scale is to determine whether selected

conflict management strategies are adaptable to manage the conflict in which parents live with their children.

Avoiding, compromising, balancing, forcing and smoothing strategies were selected from conflict management theory which is determined to be an appropriate theory for the subject and purpose of this study. "Learning" strategy was added to the mentioned strategies as a conflict management strategy. It was decided on the basis of Piaget's ("Piaget et sa théorie," 2017) views on learning, which explains that learning is meaningful in the face of new conditions and therefore learning is to know how to adapt to innovation. Learning strategy can change parents' view of e-communication technologies, and it can improve the adaptation to requirements of e-communication. Parents' e-communication literacy can be improved by learning strategy. Learning can be used as a strategy by the parent in managing the conflict created by the perception that the child is an expert in e-communication technologies. We think that learning is the most important strategy for adopting new conditions and its requirements. Younger generation embracing new communication behaviors required by new technologies and older generation not embracing it creates a conflict environment. In this research, the tendency of parents to apply learning strategies when managing this conflict was observed and the following hypotheses were developed based on the main purpose of the study:

H_1 : There is a significant relationship between the gender of the parents and their tendency to apply strategy through learning.

H_2 : There is a significant relationship between parents education level and their tendency to apply strategy through learning.

H_3 : There is a significant relationship between the age of the parents and their tendency to apply strategy through learning.

2. LITERATURE REVIEW

2.1. Use of e-communication technologies

There have been debates on the positive and negative effects of every innovation in communication technologies. In the early 1900s, there were conflicts between opponents and proponents of the benefit of films (Wartella & Jennings, 2000; Wartella & Reeves, 1985). 1930s debates on the good and the bad effects of radio (Smith, 2014), followed by debates on the effects of television, which was the new communication technology in the 1950s. Television was especially effective in social relations among households. It has been suggested that television reduces reading (Coffin, 1948), decreases family conversations while on the other hand encourages nice conversation (Morley, 2005, p.10) and expands the circle of friends (Riley, Cantwell & Ruttiger, 1949). Lewis (1951) found that young people who are watching excessive television had low intelligence test scores. We notice that television has become a new area of conflict between parents and their children in the first years of its effects (Coffin, 1955). In those years, parents faced difficulties in bringing their children to the dining table, doing their homework and sleeping on time (Maccoby, 1951).

Introduction of personal desktop computers into households and workplaces since the early 1980s, and the Internet revolution, which eliminated national borders in the early 1990s, has created a new communication model (Morris & Ogan, 1996). The personal cellular phones with the short messaging feature in 1992 had access to the internet since 1996 ("The evolution of," n.d.) thus first smartphones have emerged.

One of the most important innovations in e-communication technologies is e-social networks that support the social interaction of people on the Internet. The first SNS, Facebook ("Give people the power," n.d.) was established in 2004, Youtube ("YouTube: Our Brand," 2017) in 2005 and Twitter ("Twitter is what's happening," n.d.) in 2006. Apple unveiled its revolutionary mobile phone (Kerris & Dowlig, 2007) in 2007, and in 2008 Apple unveiled its 3G mobile phone with App Store (Bowcock & Pope, 2008). Since then, the internet, personal smartphone, the downloadable and draggable application on the touch screen and the use of SNS have become very common. Internet usage by mobile devices exceeded desktop worldwide for the first time in October 2016 (StatCounter Global Stats, 2016). It was determined that there were about 3.57 billion Internet users (Statista, 2018c), about 2.32 billion smartphone users (Statista, 2018d), 2.46 billion SNS users (Statista, 2018e), and around 197 billion mobile applications were downloaded in 2017 (Statista, 2018f).

Young adults are the ones who use electronic communication most intensively. Facebook is the most widely used SNS worldwide since January 2018 (Statista, 2018g); the most common users of Facebook are 18-24 and 25-34 age groups. The rate of using Facebook for both age groups is equal (Statista, 2018h). These age groups point us to the generation 2000 [millennials (born 1982-2004)] (Lifecourse, n.d.; Howe & Strauss, 2007). The generation 2000 spend most of their time on Internet using mobile devices and smartphones which make SNS use mobile (Statista, 2018i); SNS applications draw attention in their smartphones (Nielsen, 2016) and the first thing they do in the morning is to check the social media (Consumer Barometer with Google, n.d.). It is also clear that electronic communication expands adolescent social networks. For example, for a teen to have 200–300 "friends" would have been unheard of before social networking. It is also evident that electronic communication brings together for both good and ill. Meanwhile, parents are increasingly hard-pressed to stay aware of exactly what their children are doing, on social networking sites making it harder for them to control or even influence their children's online activities (Subrahmanyam & Greenfield, 2008).

2.2. Conflict, generation conflict

Conflict is an interdisciplinary concept. According to Galtung (n.d., p.18) conflict is a special case of incompatibility; according to Rahim (2010, p.16) it is a process of interaction that manifests itself as incompatibility and disagreement within or between social entities (i.e., individual, group, organization) and according to Robbins (1978) it is opposition or antagonistic interaction between two or more parties.

Although human behavior is directed towards a purpose, the aim is not always attainable. Obstacles can occur, which avoids desires and/or requirements. Frustration may lead to conflict (Thomas, 1992). Social processes and conditions that are characterized by certain conflicting potentials, such as a decision, a debate, can be the starting point of the conflict phenomena (Pondy, 1967).

The concept of generation is age-related, but it is not equivalent to age. There are generations at both the social and the family level, and they are intersecting in a sense. Considering the family in the context of generations is a way to emphasize differences between parents and children. Based on Mannheim (1952, p.2911), Wohl (1979, p.210), Jaeger (1985), Kertzer (1983) Spitzer (1973), Rintala (1963), Corsten (1999), White (2013), Strauss and Howe (1991, p.60) explanations, the concept of generation can be described as a cohort of people who are born at about the same time and who live in similar conditions, share similar events and experiences, in cultural language and new understanding.

Intergenerational conflict is a special type of intergroup conflict (Platteau & Hondeghem, 2010). The intergenerational conflict is a disagreement between changes in value judgments (between successive generations) between the growing generation, that is children or adolescents, and the adult generation representing a certain understanding. Young generations are more curious and more suitable to learn new behaviors when confronted with changing the environment and new conditions than older generations. Thereby adolescents and adults can not adapt into a common environment at the same rate. The result is a conflict between the two generations.

The use of e-communication technologies and intergenerational conflict

Face-to-face communication has declined with the use of new communication technologies (Turkle, 2015, p.13; Przybylski & Weinstein, 2013; Brignall & Van Valey, 2005). With the decline in face-to-face communication, the dialogue between parents and their children has decreased, and with the introduction of e-communication technologies into the family, young family members sought to socialize in SNSs. The excessive use of young people, especially for non-learning purposes (Mesch, 2003), reduced the time spent by the family, decreased family harmony, and led to an increase in intergenerational conflict (Mesch & Frenkel, 2011, p.298).

E-communication technologies make certain parenting functions difficult and contribute to some parenting functions. The mobile phone reinforces adolescent's freedom as well as keeps their liberty under surveillance (Le Dourain, 2014). Women manage socialization, educate and observe children in the families. Especially mothers (Martin, 2007, p.59) control their children's exit by calling their mobile phones to learn their location, doings and homecoming times. Adolescents can think of it as a violation of freedom, which initiates the conflict. Weisskirch's findings (2011) suggest that adolescents had more conflict with their parents when they are called on their mobile phones to monitor school activities by their parents.

It is easy to understand that e-communication technologies provide a certain autonomy and individuation to adolescents and that it is the source of conflict in the family, but it is very complicated to assume that they have separated the youngsters from their families (Subrahmanyam & Smahel, 2010, p.100). Young people gained more cultural autonomy in the consumption of cultural products such as e-communication technologies and developed relational autonomy which means special communication with their peers through mobile phones. According to Pasquier (2008, p.451), parents want to know with whom their children are talking to, even though they may stand a certain amount of social content conversations on excessive use of mobile phone and SNS.

The child, who has own cellular phone by one's parents, insists on the rights to use it. Therefore, purchasing a cell phone became the equivalent of purchasing autonomy. Parents with social values prone to see young women vulnerable want to take preventive measures to mitigate the concerns of especially their daughter's usage of mobile phones. The difference between the child who wants to increase his or her autonomy and the aims of the parent who wants to maintain the authoritarian relationship with his/her child gives rise to conflict (Clark, 2009).

Mesch's striking finding (2006a) is that the child-parent conflict resulting from the use of the Internet is strongly related to the perception that children are computer experts, and that children are more likely to conflict in families where they are experts in new technologies. In addition, parents' attempt to reduce the autonomy of their children by the rules governing internet use, increased debates about internet in the family. Furthermore, it was found a higher inter-generational conflict between parents and their children who expressed concern about the potential negative consequences of internet use. One of the findings of Mesch (2006b) is that there is a positive relationship between conflicts with family and social use of the internet (such as playing online games, communicating with friends, participating in discussion groups).

Young people have created a bedroom culture (Bovill & Livingstone, 2001) that facilitates the use of media without parental supervision or limitation. This culture leads to new values, attitudes, and behaviors that are not in the previous generations (Mesch, 2009). The sharing of the use of new media opportunities by generations is presented as the cause of intergenerational conflict. If the opportunities of the usage are equal among family members, the conflict is decreasing and more balanced autonomy management appears between the parent and the child, however, if parents dominate the media facilities, the conflict is increasing (Loos, Haddon & Mante-Meijer, p.204). Another study that emphasized parent-child conflict has revealed that children who spent more time using a tablet experienced more conflict with their parents. Likewise, children who had high amounts of restrictive mediation had more conflicts with their parents about the tablet use. Children who often co-used the tablet with their parents faced less conflict (Beyens & Beullens, 2017).

2.3. Related research

The literature presents the concept of "mediation" when it comes to the relationship between children and e-communication technologies. The first studies are about television mediation. Valkenburg, Krcmar, Peeters, and Marseille (1999), Nathanson (1999) developed a scale to assess three styles of television mediation (instructive, restrictive and social coviewing). With the emergence of e-communication technologies, it has emphasized that the choice of mediation strategy could be affected by the e-communication type and its characteristics. Livingstone and Helsper (2008) explained that using the internet is a less shared activity than watching television, the internet is more difficult to use, the internet is more interactive, and therefore it is a more risky media, and there is a need for different mediation strategies for television and internet. Mendoza (2009) reported that co-viewing, restrictive and active mediation are potentially applicable to other types of media. Nikken and Janz (2014) developed a scale to determine the strategies of parents to interfere with the use of the Internet by young children. Authors revealed parents use the strategies they use for television and video games in part for the internet; in addition to co-using, active mediation and restrictive mediation, they have used new strategies such as control and technical safety guidance. Symons, Ponnet, Emmery, Walrave, and Hairman (2017) did not turn down the basic strategies for internet mediation, however, they stated that different strategies could be implemented. Daneels and Vanwynsberghe (2017) have found that parents benefit from the strategies they use in the mediation of the Internet and also in the mediation of SNS.

Studies show that parental strategies depend on parents' views on media. Parents, who have the impression that the media offers educational and entertaining opportunities, use strategies to "co-use the media and actively discuss content together". Mediation strategies may depend on the perspective of the parents. If

parents are concerned that the media content is harmful to the child, they apply strategies of monitoring, restricting the use, supervising and critically talking to the child about media content (Sonck, Nikken & De Haan, 2013; Valkenburg, Krcmar, Peeters & Marseille, 1999; Warren, 2003).

The findings of Nikken and Scols (2015) revealed that parents who consider that the media is complicated for their children apply more frequently technical restrictions and rarely co-use and restriction strategies. Those parents, while protecting their children with technical measures, may think that their low-skilled child cannot reach media content. These measures do not require the parents themselves to be actively involved in their child's media use.

Parental attitudes towards media usage and media tool affect their choice of mediation strategy. For example, parents who play games are generally positive about their attitudes towards games and are more willing to adopt an active mediation strategy than parents who do not play games (Nikken & Jansz, 2006).

Socio-demographic factors affect the choice of parent mediation. The age of the child is an important factor, as the child gets older, parents reduce the frequency and variety of mediation practices (Livingstone & Helsper, 2008; Nikken & Jansz, 2014; Sonck, Nikken & De Haan, 2013; Álvarez, Torres, Rodriguez, Padilla & Rodrigo, 2013; Valcke, Bonte & Wever, 2010). More specifically, parents reduce active monitoring and restriction mediation as the child gets older (Padilla-Walker, Coyne, Fraser, Dyer & Yorgason, 2012). The child's gender is also sometimes effective in the choice of mediation; for example, girls' media use is more restricted than boys (Livingstone, Olafsson, Helsper, Villanueva, Veltri & Folkvord, 2017).

2.4. Conflict management theory

We have included the definition of conflict management and our views on recognition in the introduction chapter. This chapter is devoted to the conflict management theory. In 1925, Follett wrote her thoughts on conflict management; conflict is a natural and inevitable part of life, the interaction of wishes, not to be afraid of conflict, conflict is a health indicator, it can be a base for progression, it can provide an opportunity for a positive or constructive development when approached with the right analytical and creative tools (2014, p.6). Follet mentioned three different approaches to conflict (2014, p.2): dominance, compromise, and integration.

A study conducted in 1993 found that about a hundred conflict management techniques were used up until that year (Wall & Lynn, 1993). The scales dealing with conflict management styles were designed by Blake and Mouton, Lawrance - Lorch, Hall, Thomas-Kilmann, Putnam – Wilson (Putnam & Wilson 1982), and Rahim (Rahim, 1983a, 1983b).

Most of the theories and research that deal with conflict management focus on two dimensions proposed by Blake and Mouton: 1- satisfying self-interest (assertiveness), 2- satisfying the concerns of the other conflict party (cooperativeness). Blake and Mouton plotted these two dimensions and identified five interpersonal conflict management strategies: 1- problem-solving, 2- smoothing, 3- forcing, 4- withdrawal, 5- sharing (Thomas & Kilmann, 1978).

Blake and Mouton's Conflict Management Model was reinterpreted in 1974 by Thomas Kilmann ("An overview of the Thomas-Kilmann," n.d.). Thomas and Kilmann, who examined the subject in two different dimensions as assertiveness and cooperativeness, revealed the following forms of behavior: 1- avoiding (hoping that the conflict will disappear spontaneously. Thinking that the intervention will not work and will result in failure, inertia), 2- collaborating (finding the mutually beneficial solution), 3- compromising (finding the common denominator), 4- competing (the best one will win), 5- accommodating (giving up his own needs, hoping that he will make the other person happy).

Rahim's (2002) conflict management styles include: 1- integrating (the method used by the individual when one's concerned about both he and the other party), 2- obliging (high concern for others and low concern for self), 3- dominating (individual worries for himself/herself rather than the opposite), 4- avoiding (ignoring the conflict), 5- compromising (an acceptable decision by the mutual sacrifice of the parties).

2.5. Learning strategy

Learning is a process of acquiring new knowledge is a strong influence that enables behavioral cohesion and social development (Kandel & Hawkins, 1992). According to Piaget ("Piaget et sa théorie," 2017), learning is to adapt to changing situations and innovations.

The parent, a member of the older generation, falls more behind in the use of communication technologies than the child who is a member of the new generation. Weatherall and Ramsay (2006) reported that parents are less computer literate than their children and this is an outstanding problem of intergenerational relations. According to Hasan Latif (Personal Communication, October 29, 2018), it is learning that the parent feels uncomfortable with this situation, makes a self-criticism, looks for new information thinking that the conflict will decrease when he removes this difference. Rosnay (Montigny, 2012) argued that an intergenerational collaboration would emerge from where the young people would help older people in adapting to digital tools, and young people need the experience and wisdom of the old people.

Mead (1970, p.78), while arguing that older generations before the 1940s had more knowledge about the change, she predicted that prefigurative culture that older generations would learn from the younger generations would be established depending on the technological progress and the speed of change in the future. It can be said that this prediction is happening today. Iordanova (2000, p.126) observed this situation that old generations learned from young people when it comes to new technologies.

The purpose to prefer learning or adaptation through learning as a conflict management strategy was included in the introduction chapter.

3. THE RESEARCH METHOD

The main objective of the present study is to determine how parents manage the difference of opinion (conflict) about the use of e-communication with their children. For this purpose, first of all, a scale requirement was identified to determine how parents manage the conflict resulting from the use of e-communication with their children. As there was no existing research to meet this requirement, a new scale was developed. The purpose of this scale is to determine whether selected conflict management strategies are adaptable to manage the conflict in question between parents and their children.

3.1. Participants

The parents of the generation 2000 are the main mass of this research. The sample of the study consisted of parents who have children of the generation 2000 (born in 1982-2004) and who had a conflict with their children related to the use of e-communication. Participants of the study were selected from near Istanbul, because of its closeness to researchers and migration of a lot of different parts of Turkey. The research was conducted in the second half of 2017. Participants were recruited from acquaintances of the authors and the volunteered students. 1254 parents were interviewed face-to-face through random sampling. After eliminating the erroneous and incomplete surveys from the collected questionnaire survey data from 1111 parents were analyzed through statistical software. 61% of the participants were female, and 39% were male. 30% of the participants were aged between 35 and 41, 42% of the participants were aged between 42 and 48, 18% of the participants were aged 49 and 52 also 10% of the participants were over 53 years old. It was found that the majority of the participants (69%) had a high school education level and below.

3.2. Measurement Building Process

In this study, a literature review was conducted to obtain a detailed perspective on conflicts between parents and their children as a result of overuse (misuse or problematic use) of e-communication technologies. Among the strategies revealed by the scales that occurred in the conflict management strategies, the ones that are convenient for the subject of the study were chosen. In order to determine, whether the selected conflict management strategies are suitable for managing the conflict in question with parents, a question pool of 29 items was created, 5 of which were demographics.

In accordance with the recommendations of Carpenter (2018), the relevant field and scale development experts were consulted, in order to prevent the ambiguity of the questions, and improve their understanding including to ensure suitability for the subject and purpose. Consulting the views of experts 3 questions were eliminated from the question pool. The number of questions was reduced to 21 except for demographic questions furthermore the draft scale was prepared. A survey glossary was added to the beginning of the draft scale, which includes definitions of e-communication and SNS as part of the answering guide. In the next step, the draft scale was applied to the experimental group of 70 people, and the question expressions were tested for comprehensibility and validity. After the result obtained here, the 19 item scale, excluding the demographic questions, was finalized. The scale was designed as a five-point Likert, which had answer options: I absolutely don't agree (1) I strongly agree (5).

3.3. Exploratory factor analysis results

In order to determine the factor structure of the scale, exploratory factor analysis was performed according to Osborn's (2014) suggestions. As a result of the analysis, Kaiser Meyer Olkin (KMO) value (Kaiser, 1974) was 0.836, Barlett's result was p<0.00. These values indicate that the validity of the data to factor analysis is confirmed by the null hypothesis testing the relationship between the variables was rejected.

Cronbach α coefficient (Cronbach, 1951) was used for the reliability of the scale. The Cronbach's Alpha coefficient was 0.860, indicating that the reliability of the scale was very good (Cortina, 1993). The study provided no limitation to the number of factors and scale factors were included in the core values of greater than 1:00. Also, Varimax rotation was applied to the analysis. By this process, the rotation is made with fewer variables to ensure maximum factor variances (Kline, 1994, p. 62). The minimum factor load score for 20 variables was 0.50. Because the substances below this score must be removed from the analysis (Hair, Black, Babin, & Anderson, 2009), the analysis of a scale of 6 factors and 19 variables was developed. The scale of these six factors was 67.2%. The table 1 shows the factors and variables formed.

Table 1. Exploratory factor analysis of the 19 item.

Factor	Survey items	Loading	Mean/SD
Learning (Var=%27 Mean=3,16)	I try to participate in her/his e-communication activities.	,865	3,15/1,07
	I try to use e-communication technologies as much as s/he does.	,821	3,16/1,18
	I try to communicate with him by joining her/his e-social networks.	,775	3,26/1,11
	I often get information from her/him about the use of e-communication technologies.	,766	3,22/1,10
	I follow the people and the web pages s/he follows.	,496	2,99/1,15
Avoiding (Var=%13 Mean=3,00)	I often make concessions to my thoughts when a discussion arises from the use of e-communication.	,706	2,93/1,14
	When I see that they are over-using e-communication technologies, I sometimes ignore the issue, so that there is no discussion.	,701	3,05/1,06
	When the discussion begins between us related to the use of e-communication, I avoid the discussion.	,679	3,05/1,11
	When we discuss the use of e-communication, I tend to postpone the solution.	,667	3,14/1,21
	Even if I noticed that s/he used e-communication technologies excessively, I avoid from warning her/him.	,524	2,78/1,20
Compromising (Var=%8 Mean=3,03)	I am limiting the excessive use of e-communication by proposing a reward.	,742	3,13/1,13
	When I predict a discussion about the use of e-communication, I prepare myself for solutions by providing expert opinion.	,668	3,05/1,10
	When there is a discussion about the use of e-communication, I get support from a mediator for the solution.	,632	3,05/1,11
Balancing (Var=%6 Mean=3,2)	I make an effort to reduce the debate when the discussion about the use of e-communication increases.	,792	3,45/1,00
	The problems I have with her/him related to the use of e-communication encourage me to learn and use e-communication.	,716	3,37/106
	When there is a discussion about the use of e-communication, I avoid insisting on my solution.	,662	3,18/1,10
Forcing (Var=%5 Mean=3,2)	I'm forcing him to change her/his behavior when we have an argument related the use of e-communication.	,810	3,21/1,10
	I'm expecting her/him to change his behavior when we have an argument related to the use of e-communication.	,778	3,54/1,00
Smoothing (Var=%5 Mean=3,66)	Although I support the use of e-communication technologies, I warn her/him about the excessive use of it.	,861	3,66/1,03

3.4. Findings

After developing the scale for the determination of strategies for the management of conflict arising from e-communication between parents and children, the hypotheses of the study were tested. To test the hypothesis of independent sample t-test and ANOVA it was used.

> *H_1: There is a significant relationship between the gender of parents and the tendency to apply to adaptation through learning.*

Of those who tend to use e-communication technologies, 62.7% are female and 37.3% are male. However, there was no significant relationship between the gender of the parents and the tendency to use the adaptation strategy through learning ($p = 0.66 > 0.05$).

> *H_2: There is a significant relationship between the parents' educational level and the tendency to apply adaptation through learning.*

There was a significant relationship between the educational level of parents and the strategy of adaptation to learning ($p=0,000 < 0,05$). The distribution between the level of education and the application of the relevant strategy is as follows; 23.5% of the applicants in the learning strategy have below high school education level, 39.1% of applicants are high school graduates, 19,9% applicants are pre-graduate, 12,5% applicants have bachelor's degree and 4,9% are at postgraduate level. In this case, we can say that those who have a low level of education use more adaptation strategy through learning.

> *H_3: There is a significant relationship between the age of parents and the tendency to apply adaptation through learning.*

There was a significant relationship between the age of the parents and the applicants of the learning strategy ($p=0,000 < 0,05$). 35.8% of the participants who applied to the learning strategy were 35-41 years old, 40.3% were 42-48 years old, 16.6% were 49-52 years old, and 7.4% were over 52 years of age. This result showed that young parents are more prone to learning strategy.

4. DISCUSSION and CONCLUSION

This research examined how parents manage (conflict management strategies) the differences of views (conflict) about the use of e-communication with their children. The specific aspects of the research are explained in the introduction chapter. The literature on conflict management strategies has been reviewed, and five strategies have been identified. In addition to these strategies, learning strategy was added in coherence with the subject and purpose of the research. In this section, following analysis of the research data, comments in light of the findings are presented.

The analysis findings of the scale, which was developed to determine how parents manage the conflict resulting from the use of e-communication with their children, showed that selected conflict management strategies were adaptable to manage conflicts arising from the use of e- communication.

The findings showed that the parent used different strategies in different situations while managing the conflict about the use of e-communication with their child. It can be said that parents tend to have the desire to manage rather than to solve such conflict. Interfering with a conflict-type problem, adhering to one or a few strategies, is only in coherence with an analytical approach. As a complex problem, the idea of solving the conflict with a small number of strategies is not likely to give the desired result.

Our conclusion is that the most effective strategy is learning while managing the conflict arising from the use of e-communication between parent and child. The intergenerational conflict has shifted to another level with the emergence and the widespread use of new e-communication technologies. Avoiding, smoothing, forcing, compromising and balancing strategies are undoubtedly useful strategies for managing e-communication-related conflict between parent and child. Learning strategy differs from these strategies. Learning can be thought of as an opportunity created by the conflict. Parents, who have less knowledge, skills, or less literacy than their children and who can resist innovation due to these reasons, can take action to overcome these deficiencies and initiate the learning process. Learning process is: a new purpose, new information, a renewal, a step toward something new is the diversification of new behaviors and attitudes. This qualitative change represents development. Parents will be free of their previous state of immaturity and immobility against innovation and will adjust to new conditions by developing themselves.

The findings of the study revealed that those who have a low level of education use more adaptation strategy through learning. These findings reflects an expected situation. Parents with a high level of

education are more knowledgeable, resourceful and literate in terms of using these technologies, and have better access to tools that provide e-communication. Therefore it can be assumed to have transformed the learning strategy into a continuous learning habit. Parents with a low level of education can be assumed to have higher needs to learn and adapt to new conditions through learning.

Another finding of the study showed that the tendency to apply to the learning strategy from the age of 48-50 years of age started to decrease abruptly. It was observed that the parents of 42-48 age group were more likely to apply to the learning strategy than their parents of the 35-41 age group. This situation can be based on two assumptions. First is that the parents in the 42-48 age group may have more intense need to learn the use of e-communication technologies compared to the 35-42 age group which is, in terms of age, the closest to the generation 2000 (millennials), who use e-communication technologies the most. The second assumption is that the parents of the 42-48 age group may have the concern of being left behind from the same generation members, who are a bit younger than them. One of the expected findings of the study is that the tendency to apply to learning strategy in advanced ages has decreased.

The research has results that contribute to the theory and practice. Although some research has been carried out on intergenerational (parent-child) conflict arising from the use of e-communication in the family of children (Subrahmanyam & Smahel, 2010, p.100; Mesch, 2011, p.298; Mesch, 2006a, 2006b, 2003), no single study or view exists on the management of the conflict. The theory of conflict management has been examined and a scale has been developed with selected conflict management strategies. The fact that this scale is adaptable to the management of parent-child conflict about the use of e-communication shows the contribution of the research to the theory. An important theoretical contribution to the research is that the learning strategy has been utilized as a conflict management strategy. At first glance, it may be thought that the learning strategy resembles e-communication literacy or the development of knowledge and skills in the use of e-communication, but learning has a strategic nature beyond being a more fundamental and inclusive concept. It was considered that learning strategy would be the most effective strategy for the parent to manage child-parent conflict about the use of e-communication. The results of the research can be benefited in family policies at the macro and micro level. Human relations specialists and parents who want to preserve and improve the quality of their relationship with their children can include the findings of the research in their discussions.

It can be considered that the demographic characteristics of this research are limited. The socio-economic status of the parents, the areas where they live, the e-communication opportunities they have and the number of family members are the things to be remembered in the subsequent research. Finally, we believe that this work is an original study in terms of subject, method, and results. Furthermore, this study can attract the attention of researchers and can make a considerable contribution both theoretically and practically.

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